

Sul Ross State University
ENGL 3309 English Literature: *Beowulf* to 1800
 Summer 2 2020

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Dr. Roche:

Course Description

I am excited to read and write about early British literature with you. I grew up in Australia, so my education tended to focus on British literature—Australia had been a colony of England. So when I decided to pursue a graduate degree here in the US, I focused on seventeenth-century British literature. Why? I loved John Milton's *Paradise Lost*—an epic (in all senses of the word) poem featuring the most psychologically rich demon I had ever encountered in literature. In English 3309, we will read about quite a few demons! We will closely and carefully read early English literature, including drama, poetry, and fiction. You will read the assigned literature, reflect on it, write weekly discussion that will prepare you for the written assignments and presentations. You will refresh your understanding of how authors use literary elements, devices, and genres to communicate ideas. Please plan now to devote at least two hours per day for your reading and writing.

BA English Program Marketable Skills

1. Students will communicate effectively in writing and speaking.
2. Students will use different research strategies to address problems and develop ideas that engage a variety of perspectives.
3. Students will recognize how social and cultural contexts shape meaning and language.

SRSU English Program Student Learning Outcomes

- SLO 1 – Students will be able to construct documents that demonstrate unity, organization, coherence, and development, and are grammatically correct.
- SLO 2 – Students will be able to analyze and interpret literary works by applying principles of critical thinking, literary criticism, or theoretical engagement.
- SLO 3 – Students will be able to produce researched documents that demonstrate the ability to locate a variety of credible sources, employ them effectively through quotations and paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using the style appropriate to the document.

English Language Arts and Reading 8-12 Educator Standards

Standard IV: English language arts teachers in grades 8-12 understand an extensive body of literature and literary genres and provide students with opportunities to read diverse forms of literature and to view literature as a source for exploring and interpreting human experiences.

Competency 006: The teacher understands literary elements, genres, and movements and demonstrates knowledge of a substantial body of literature.

Competency 007: The teacher understands strategies for reading literary texts and provides students with opportunities to formulate, express, and support responses to literature.

ENGL 3309 Student Learning Objectives

Students will be able to

- analyze how British authors use literary elements and devices to communicate theme
- communicate effectively in writing and speaking
- explain how social and cultural contexts of Renaissance and Early Modern Britain shape ideas and themes

Course Text

British Literature: Middle Ages to the Eighteenth Century and Neoclassicism (find this electronic book in the ENGL 3309 Blackboard course menu at “Our ENGL 3309 Textbook”)

Assignments, Activities, Due Dates, and Grades

Assignment	Date Assignment is Due	Points
Introduction discussion	Thursday, July 2	1
Blog Posts and Responses (4)	every Thursday (responses Friday)	20 (5 for each)
Handouts on Literary Devices (4)	every Tuesday	20 (5 each)
Presentation & Transcript on narrator and perspective	July 12	10
Test #1	July 19	10
Literary Analysis of poetry	July 26	20
Presentation & Transcript	August 2	10
Final Exam	August 7	10
Total		100

Grading

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 – 59

Course Grade is calculated as a percentage of your cumulative points. So if you earn 79 points out of 100 points, then your grade is 79% or a C.

Course Policies

Scholastic Honesty

All work submitted must be your own and must be written exclusively for this class; the use of sources must be appropriately, correctly, and consistently documented. Quotations, paraphrases, or summaries that are not documented and the use of papers written by others constitute plagiarism.

Three different acts are considered plagiarism:

- (1) failing to cite quotations and borrowed ideas,
- (2) failing to enclose borrowed language in quotation marks, and
- (3) failing to put summaries and paraphrases in your own words.

A grade of "F" for the course is earned if the work exhibits any of these kinds of scholastic dishonesty.

Turning in Papers/Assignments

All assignments must be submitted to Blackboard unless otherwise notified.

Turning in Assignments on Time

If you do not submit assignments to Blackboard, they will be considered late. If you fail to turn in any assignments, even one, you may earn an F for the course. Assignments that are accepted late may not receive feedback.

If life gets in the way, please email me so that we can make a plan for your success.

Americans with Disabilities Act

Sul Ross State University-Rio Grande College is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services.

RGC Students seeking accessibility services must contact Kathy Biddick in Student Services, Room C-102, Uvalde campus. The mailing address is 2623 Garner Field Road, Sul Ross State University-Rio Grande College, Uvalde, Texas 78801. Telephone: 830-279-3003. E-mail: kbiddick@sulross.edu.

Alpine students seeking accessibility services must contact Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8203

Schedule

All readings are in the online book, *British Literature: Middle Ages to the Eighteenth Century and Neoclassicism*, (at Our ENGL 3309 Textbook link in Blackboard menu). The numbers in parentheses are pages, so (2907-2970) means pages 2907 through 2970.

Week 1 July 1 - 5

Reading

Oludah Equiano from *The Interesting Narrative of the Life of Oludah Equiano: Or, Gustavus Vassa, the African* in (2907-2970).

Writing

First introductions discussion due Thursday, July 2 with responses to two students due Friday, July 3

Week 2 July 6 - 12

Reading

Aphra Behn *Oronoko* (2126-2173); Jonathan Swift "A Modest Proposal" (2651-2657); Anne Finch's poetry (2480-2485)

Writing

- Handout (one page, formatted creatively) that explains setting and gives examples from our reading to 10th grade students; due Tuesday July 7
- Blog post on Olaudah Equiano and Aphra Behn's writing due Thursday and responses due Friday
- Prepare, write, and record presentation about points of view in Olaudah Equiano and Aphra Behn's writing

Week 3 July 13 - 19**Reading**

John Milton, lines from *Paradise Lost* (1727-1736); Margaret Cavendish, "The Hunting of the Hare" (1672), Andrew Marvell "To His Coy Mistress" and "The Garden" (1665-1669)

Writing

- Handout (one page, formatted creatively) that explains plot and gives examples from our readings to 11th grade students; due Tuesday
- Blog post on Jonathan Swift's "A Modest Proposal" due Thursday and responses due Friday
- Test #1

Week 4 July 20 - 26**Reading**

John Donne's metaphysical poems and sonnets: "The Sun Rising" (1442), "The Flea" (1425), "A Valediction: Forbidding Mourning" (1426), Holy Sonnet 10 (1428); William Shakespeare's sonnets: 18, 23, 55, 87, 130 (1174-1183); Thomas Wyatt poems: "The Long Love that in My Thought Doth Harbor" (671), "Whoso List to Hunt" (672), "They Flee from Me" (674)

Writing

- Handout (one page, formatted creatively) that explains characterization and gives examples from our readings to 10th grade students; due Tuesday
- Blog post on poetry due Thursday and responses due Friday
- Literary Analysis of poetry

Week 5 July 27 – August 2**Reading**

Christopher Marlowe *The Tragical History of Doctor Faustus* (1115-1174)

Writing

- Handout (one page, formatted creatively) that explains figurative language with examples from our readings to 11th grade students; due Tuesday
- Blog post on Marlowe's *The Tragical History of Doctor Faustus* due Thursday and responses due Friday
- Prepare, write, and record presentation: topic to be determined

Week 6 August 3 – 7

Reading

Thomas More *Utopia*

Writing

Final Exam (multiple choice and essay)